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| **PRE-PLANNING: KNOW, SO, SHOWs** | **Learning Target(s)**  What will your students be able to do?  | **Relevant objectives** | |
| SWBAT evaluate the presidencies of Jimmy Carter and Gerald Ford by completing a President’s Magazine page for each president. | 1. Analyze how Arab-Israeli tensions impacted United States foreign policy, including the Energy Crisis (1973), and Camp David Accords (1979) (PS, PNW, G, E) 2. Describe the political tensions that led to the Iranian Hostage Crisis (1980) (PS, PNW, E) | |
| **ASSESSMENT / UNDERSTANDING**: What will students say or do to show that they understand**.** | **Assessment Limits** | |
| Students will work on their pages for Ford and Carter in their Presidential Magazine Project. They will complete the template and |  | |
| **FOCUS QUESTION:** | **Materials Needed for TODAY** | |
| How effective were Ford and Carter as Presidents? | Paper, Pencils, tracking sheets warm-up sheets, | |
| **UNDERSTANDING:** What Questions can I ask to uncover student thinking? | **HOOK –** What will initially engage students in the lesson? | |
| Who was Ford?  Why w as he president?  What was his major accomplishment?  Who was Jimmy Carter?  Why did he win the election of 1976?  What were some of his defining moments? | * If your friend commits a crime would you prevent them from being punished if you could? Why or Why not? | |
| **LESSON CYCLE: GO** | **OPENING. (10 min.)** | |
| * If your friend commits a crime would you prevent them from being punished if you could? Why or Why not? | |
| **INTRODUCTION OF NEW MATERIAL. (30 min.)** | |
| Students will follow along with power point and take down notes and answer the questions as we go. They will follow long with the power point and learn about the presidencies of Ford and Carter. We will focus on certain key events like the Iranian Hostage Crisis and the Camp David Accords. | |
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| **GUIDED PRACTICE. (10 min.)** | |
| Students will be introduced to their unit project. We will go over the requirements as a class and spend time demonstrating what the project should look like. Students will ask questions about anything they are unclear about and follow along as I demonstrate. | |
| **INDEPENDENT PRACTICE. (20 min.)** | |
| Students will complete their project pages for presidents Ford, Carter and Nixon. They will complete the whole template and have me look it over in order to get their credit for the day. Students will be allowed to use the textbook and notes to get the information for the project. | |
| **CLOSING. (1 mins)** | |
| Thanks for your hardwork today. | |
| **HOMEWORK :** | |
| **REINFORCEMENT** |  | | |

IEP Matrix

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| **Student** | **Goal / Objective** | **Accommodations / Modifications** |
| IM | 1. Imani will be able to analyze and evaluate elements of poetry to facilitate understanding and interpretation beyond the 3.5 grade level with 80% accuracy. 2. Imani will locate, retrieve, and use information from various sources to accomplish a purpose with 80% accuracy. | Small groups to limit distractions, extended time, verbatim reading |
| CJ | 1. Corey will understand, aquire and use new vocabulary in order to increase his speaking and writing vocabulary skills from grade level content passages as measured by classroom-based assessments with 80% accuracy. 2. Corey will use strategies to prepare for reading (before reading) from grade level passages as measured by classroom-based assessments with 80& accuracy. 3. Corey will apply conventional spelling in written language from grade level content passages as measured by classroom-based assessments with 80% accuracy | Small groups to limit distractions, extended time, dictionary, shorter texts to read, verbatim reading |
| DS | Darren will improve literacy skills in the area of phonics/decoding by the ability to identify sound/symbol relationships and read/decode words in order to improve his performance from the 6th to the 7th grade level with 80% accuracy.  Darren will improve general reading comprehension skills by the ability to accurately answer questions in order to improve his performance from the 6.5 to the 7.5 grade level with 80% accuracy. | Small groups to limit distractions, extended time, verbatim reading |
| DM | 1. Devin will improve fluency skills across a variety of settings. | Small groups to limit distractions, extended time |
| KM | 1. Kevin will use a variety of strategies to construct meaning from text to improve his performance from the 5.0 GE to the 5.5 GE with 80% accuracy. 2. Kevin will use a variety of strategies to improve his written expression skills from the 5.5 GE to the 6.0 GE with 80% accuracy. | Small groups to limit distractions, extended time, verbatim reading |
| TA | Only math goals listed   1. Tommie will improve his problem solving skills through the application of visual organizers, manipulative, step by step processes and teacher modeling. | Small groups to limit distractions, extended time |
| AB | 1. Alfred will use strategies to prepare for reading (before reading) from grade level content passages as measured by classroom based assessments with 80% accuracy. 2. Alfred will select, organize, and develop ideas appropriate to topic, audience, and purpose from grade level content passages as measured by classroom-based assessments with 80% accuracy. | Small groups to limit distractions, extended time, verbatim reading |
| SD | 1. Shaquille will improve reading comprehension skills by using before, during and after strategies to better understand the text with 80% accuracy. 2. Shaquille will compose texts using the prewriting, drafting, editing and revising strategies of effective writers with 80& accuracy. | Small groups to limit distractions, extended time, verbatim reading |
| SW | 1.Sha’kera will read, comprehend, interpret, analyze and evaluate texts from 5.0 grade level to 5.5 grade level as measured by classroom based assessment with 80% accuracy  2.Sha’kera will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose from 5.0 grade level to 5.5 grade level as measured by classroom-based assessment with 80% accuracy. | Small groups to limit distractions, extended time, verbatim reading |
| JG | 1. Jerrica will be able to use strategies to demonstrate an improved understanding of the text she has read with 80% accuracy.   Jerrica will be able to write in a variety of modes that express personal ideas, inform, and persuade form 4.0 to 4.5 grade level with 80% accuracy as measured by informal assessments | Small groups to limit distractions, extended time, verbatim reading |
| DJ | 1. Danesha will draw conclusions using a variety of strategies to construct meaning from text with 80% accuracy. 2. Danesha will use a variety of strategies to improve her written expression skills by writing to perform , to persuade, and to express personal ideas with 80% accuracy. | Small groups to limit distractions, extended time, verbatim reading |
| MG | 1. Michael will use strategies to demonstrate understanding of the text to improve his performance beyond the 2nd grade level with 80% accuracy. 2. Michael will compose oral, written, and visual presentations that express personal ideas, inform, and persuade to improve his performance beyond the 4th grade level | Small groups to limit distractions, extended time |
| SH | 1. Shakera will write in a variety of modes that expresses personal ideas, inform, and persuade with 80% accuracy as measured by informal test and classwork. 2. Shaker will demonstrate the ability to respond to a text by employing personal experience and critical analysis with 80% accuracy. | Extended time, preferential seating to reduce distractions, verbatim reading |